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# A learning journey guide for building food system resilience in protracted crises to improve food and nutrition outcomes

A toolbox for FNS-REPRO communities of practice

Eelke Boerema, Herman Brouwer, Charleen Malkowsky, Gerrit-Jan van Uffelen



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Version 1.0

Eelke Boerema, Herman Brouwer, Charleen Malkowsky, Gerrit-Jan van Uffelen

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# List of abbreviations and acronyms

CoP	Community of practice
FAO	Food and Agricultural Organisation of the United Nations
FGD	Focus group discussion
FNS	Food and nutrition security
FSR	Food system resilience
KII	Key informant interviews
MOOC	Massive open online course
FNS-REPRO	Food and Nutrition Security Resilience Programme
TMT	Tailor-made training
UNISDR	United Nations Office of Disaster Risk Reduction
WCDI	Wageningen Centre for Development Innovation, Wageningen University & Research
WUR	Wageningen University & Research

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# Abstract

This working document is a collaborative effort between the Wageningen Centre for Development Innovation (WC DI) of Wageningen University and Research (WUR) and FAO under the Food and Nutrition Security Resilience Programme (FNS-REPRO). The proposed methodology will be field tested in Sudan, South Sudan and Somaliland and validated by the parties mentioned above, based on which a final document will be produced.

This guide aims to contribute to FNS-REPRO's goal to build food system resilience (FSR) in protracted crises, in order to improve food and nutrition security (FNS). It shows how to do this with *learning journeys* – that is, working with stakeholders to engage and learn in different ways. Learning journeys provide opportunities for stakeholders to learn from each other in an interactive and participatory way.

Building FSR requires tailor-made solutions for particular contexts, commodities, systems and actor groups. This means that local knowledge and expertise must be used. There also needs to be good collaboration between everyone involved (including government, UN, NGOs, private sector, local knowledge and research organizations, and civil society at large). The learning journey process is designed to facilitate this.

This guide should be used flexibly. It should be adapted to specific needs and situations; specific topics and issues of interest should be central to the learning journey. It is important to know that learning journeys can have different natures, start in different ways, and be used by different actor groups.

The FSR learning journeys are designed to create a common ground of concepts, challenges and opportunities to improve practice, and to inform the wider policy environment. They deliberately include a combination of open exploration of current practice and experience, content-specific workshops, and personal assignments. The different kinds of activities enable participants to explore and perhaps shift their dominant working habits. Learning journeys are strongly shaped by their participants. To be successful, they require active participation and open sharing.

This guide assumes that a learning journey would be carried out over a flexible period of time, ranging from one week to one year. Depending on the participants, different learning journey paths can be chosen, allowing to tailor-make journeys that are suitable and cover the content. Each learning journey will need to be tailored to the current practices and priorities of the target country. This includes determining which events are suitable when, and selecting the focus content.

Each learning journey has a specific topic. This topic needs the buy-in) of all the participants. If the learning journey does not feel relevant, motivation and commitment will decrease. Learning journeys can be designed around a particular learning question stemming from FNS-REPRO or beyond depending on needs and interest of participants. A typical learning journey consists of six parts:

1. a context and needs assessment. This is to understand FSR within the context. It includes identifying key stakeholders who could be involved, and assessing their information and learning needs.
2. a start-up workshop during which a wider group of actors involved in FSR comes together to consider how FSR in protracted crises could be improved through specific learning aspects.
3. a "deep dive" workshop into the content. This should be done through co-creating knowledge (knowledge workshops) and workshops on tools for knowledge (the systems we use to share knowledge). Concepts like food and nutrition security, food systems, resilience or even peace building should be part of this, depending on the learning journey's exact focus.
4. Exchange and exposure visits with assignments as well as learning from a food system resilience case study – most likely to be a FNS-REPRO element – as long as this aligns with participant interests.

- 
5. An action plan workshop in which progress and pitfalls are shared and steps towards further operationalisation of food system resilience in protracted crises are planned
  6. Product development on the basis of all findings. These products can take a wide range of shapes, depending on the exact topic of the learning journey, and can be used by actors to improve practice and policy to build FSR to address food insecurity.

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# 1 Introduction

This guide aims at building food system resilience (FSR) in protracted crises, in order to improve food and nutrition security (FNS). It shows how to do this with *learning journeys* – that is, working with stakeholders to engage and learn in different ways.

The guide was developed as part of the Food and Nutrition Security Resilience Programme (FNS-REPRO; hereafter REPRO). REPRO is a four-year joint initiative of the Food and Agricultural Organisation of the United Nations (FAO, implementing partner), the Wageningen Centre for Development Innovation (WCDI, knowledge and learning partner) and the Dutch Ministry of Foreign Affairs (NL-MFA, donor and learning partner)<sup>1</sup>. This guide provides practical advice and guidance in putting REPRO's integrated learning agenda to work.

The aim of these learning journeys is as follows.

- **To encourage more coherent aid efforts**, by developing a shared understanding of how to address critical challenges in building food system resilience (FSR) in protracted crises.
- **To deepen understanding of how food systems work**, in order to enhance FSR programming. This in turn will improve food and nutrition security outcomes (FNS) in protracted crises.

Building FSR requires tailor-made solutions for particular contexts, commodities, systems and actor groups. This means that local knowledge and expertise must be used. There also needs to be good collaboration between everyone involved (including government, UN, NGOs, private sector, local knowledge and research organizations, and civil society at large). The learning journey process is designed to facilitate this.

The structure and instructions of this guide is inspired by two main sources.

- *A Learning Journey and Training Guide for Responsible Agricultural Investment by the World Bank* (Guijt, et al., 2018)<sup>2</sup>
- *The Multi-Stakeholder Partnership Guide* (Brouwer, et al., 2016)<sup>3</sup>. The **dark green** sections in this report refer to this. It is available under <http://www.mspguide.org/> and supplements this document.

## 1.1 Who is this guide for?

- **REPRO staff**, mainly to inform and prepare those who are directly involved. We have assumed that they already have basic skills in facilitation or were specifically trained for this work, but we have included a section on how to facilitate multi-stakeholder processes, and links for further learning. For other staff members this guide is for reference, to understand how learning is being implemented.
- **Potential participants**, to help them to know what to expect. However, this guide does not target them directly. There is a separate guide to inform potential participants about approach and content (Appendix 1).

## 1.2 Who are the participants on these learning journeys?

7. **REPRO programme implementors** including FAO, WCDI and implementing partners such as government, NGOs, universities and private sector actors.

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<sup>1</sup> For further background information, a summary of the REPRO programme, in form of a two-pager, can be found here: [https://www.wur.nl/upload\\_mm/a/7/c/5398e440-f370-4a79-82ce-f3b25f4769ee\\_FNS-REPRO%202-pager%20final.pdf](https://www.wur.nl/upload_mm/a/7/c/5398e440-f370-4a79-82ce-f3b25f4769ee_FNS-REPRO%202-pager%20final.pdf)

<sup>2</sup> Full report available here: <https://www.wur.nl/nl/show/A-Facilitators-Guide-to-Leading-a-country-level-RAI-Learning-Journey.htm>

<sup>3</sup> Full, free PDF of the book is available here: <http://www.mspguide.org/msp-guide>

8. **Community of Practice (CoPs) members.** CoPs will be established as part of the FNS-REPRO programme in order to learn collectively (see Box 1 for the country-based CoPs' mandate).
9. **Other actors** that are connected to the FNS-REPRO and similar programmes. These include, for example, partners in the NUFFIC Horn of Africa projects (such as local universities) that promote building resilient food systems.

#### Box 1: Mandate of the country communities of practice

The *mandate of the country CoPs* is as follows.

1. Bring together REPRO and other actors interested in building FSR.
2. Develop and host learning journeys on this.
3. Ensure that learning journeys are relevant to REPRO programming.
4. Generate evidence, document findings and develop advice for REPRO's national programme steering committees (NPSCs) and other relevant organisations.
5. Contribute to and inform country-level implementation of the Global Network Against Food Crises.
6. Communicate good practice and recommendations to relevant audiences, through products adapted to the needs of different stakeholders.
7. Advocate for FSR that contributes to sustainable localized peace and improved FNS outcomes.
8. Initiate and coordinate activities in support of FSR in protracted crises.

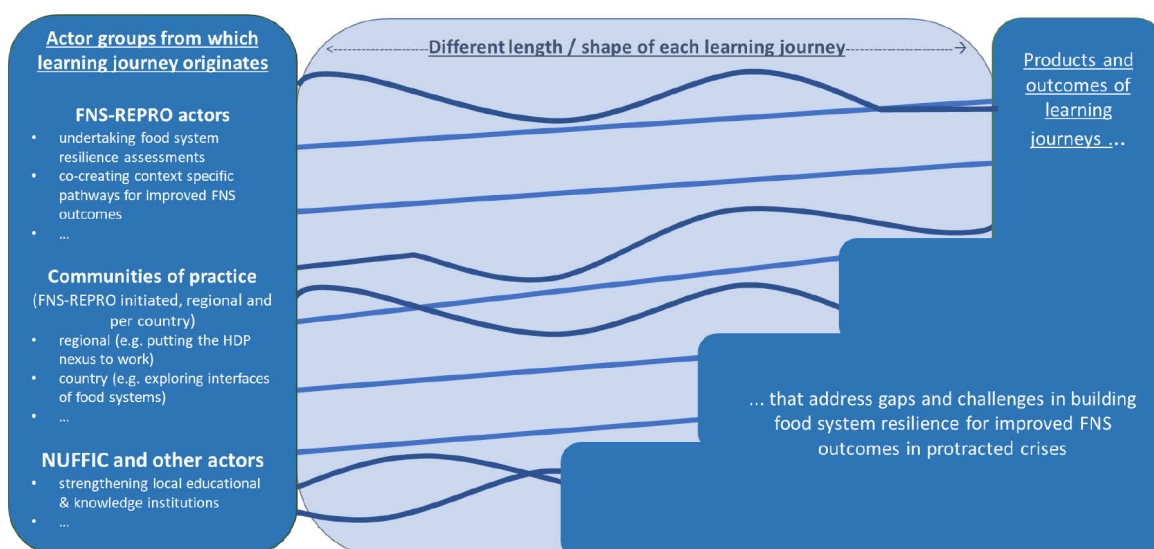
## 1.3 A flexible approach

This guide should be used flexibly. It should be adapted to specific needs and situations; specific topics and issues of interest should be central to the learning journey. It is important to know that **learning journeys can have different natures, start in different ways, and be used by different actor groups** (see 1.2).

While it is designed to be used flexibly, a structured step-by-step guide is provided to provide inspiration.

Learning journeys usually start because CoPs want to deal with particular issues of interest critical to the success of an activity or intervention. However, learning journeys are not exclusively for CoPs but can be for any actor or actions related to FNS-REPRO.

Figure 1 shows the different natures that learning journeys can have. New learning journeys can start at any time to address critical challenges. They can take different shapes and they can be of different lengths. This depends on, for example, the topic, how people want to learn, or how they can collect information. The blue lines in Figure 1 illustrate this.



**Figure 1** Different origins, natures and paths of learning journeys

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## 2 Key concepts and principles

### 2.1 Concepts

#### **Food system**

This is all the processes associated with food production and food utilisation; growing, harvesting, packing, processing, transporting, marketing, consuming and disposing of food remains<sup>4</sup>. All these activities require inputs. They result in products and/or services, income and access to food, and have environmental impacts. A food system operates in and is influenced by social, political, cultural, technological, economic and natural environments<sup>5</sup>.

#### **Resilience**

Resilience is the ability of a system, community or society exposed to hazards, to resist, absorb, accommodate to and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions<sup>6</sup>.

For the Rome-based agencies (FAO, WFP and IFAD), resilience is essentially about the inherent abilities of individuals, groups, communities and institutions to withstand, cope, recover, adapt and transform in the face of shocks.

#### **Food System Resilience**

The concept of food system resilience analyses how system components and their actors (from producer, middleman, traders, consumers etc.), are affected by – and respond to shocks and stressors, accounting for ripple effects across the food system, providing insights into varying existing and required resilience capacities and strategies which enable system actors and components to mitigate, prepare for and recover from negative impacts ensuring desired, (improved) socio-economic, environmental and food and nutrition security outcomes.

#### **Protracted crises**

FAO defines this as 'those environments in which a significant proportion of the population is acutely vulnerable to death, disease, and disruption of their livelihoods over a prolonged period of time'. Protracted crises share some of the following key characteristics: longevity (Somalia and Sudan have been in crisis since the 1980s); conflict; weak governance or public administration; breakdown of local institutions; unsustainable livelihood systems; and poor food security.

Protracted crises are challenging for resilience programming. Interventions are usually humanitarian and the behaviour of local governance actors is often poor. This leads to conceptual limitations and institutional and programming constraints.<sup>7</sup> Intervention mechanisms and traditional humanitarian responses often fall short in addressing food insecurity and hunger.

#### **REPRO's aims**

REPRO aims to increase food security and foster peace and stability through an area-based, nexus (connections) and systems approach in the Horn of Africa, specifically Sudan, South Sudan and Somaliland. Specific systems have been targeted in each country (gum arabic, seeds and fodder), which interface with the overall food system, underpinning its stability and functioning. This is an innovative approach with a learning agenda at its core.

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<sup>4</sup> van Berkum, 2018

<sup>5</sup> HLPE, 2014; Global Panel 2016; HLPE, 2017; Westhoek, et al, 2016

<sup>6</sup> UNISDR, 2012

<sup>7</sup> Detailed article on food challenges to address food insecurity in crises areas: Maxwell, D., L. Russo and Luca Alinovi, 2011. Constraints to addressing food insecurity in protracted crises. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3411957/>

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REPRO aims to deliver an effective programme, capture good practices and develop policy recommendations for all levels (from local to global). Learning journeys are fundamental for this, as they will support the learning agenda, and show what works when, how and why.

## 2.2 Principles

For REPRO, a guiding document is the Rome Based Agencies' conceptual framework for strengthening resilience for food security and nutrition in protracted crises contexts<sup>8</sup>. This has six principles.

1. **Local and national ownership and leadership**  
People, communities and governments must lead resilience building for improved FNS.
2. **Multi-stakeholder approach**  
Assisting vulnerable people to build their resilience is beyond the capacity of any single institution.
3. **Combining humanitarian relief and development**  
Planning frameworks should combine immediate relief with long-term development.
4. **Focus on most vulnerable people**  
Ensuring protection of the most vulnerable is crucial for sustaining development efforts.
5. **Mainstreaming risk-sensitive approaches**  
Effective risk management requires an explicit focus on the decision-making of national governments, as well as enhanced monitoring and analysis.
6. **Aiming for sustained impact**  
Interventions must be evidence-based and focused on results.

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<sup>8</sup> FAO, IFAD and WFP, 2015 <https://docs.wfp.org/api/documents/WFP-0000062320/download/>

### 3 Guide overview

This guide assumes that a **learning journey would be carried out over a flexible period of time, ranging from one week to one year**. Depending on the participants, different learning journey paths can be chosen, allowing to tailor-make journeys that are suitable and cover the content.

The shape learning journeys can take:

- approximately **one week**, for instance an intense workshop prepared in advance
- **1-3 months**, focused and structured, taking a participatory approach
- **half a year**, an exploratory and open, long-term learning process for complex questions
- **9-12 months**, an in-depth research and exploration journey co-created with stakeholders. This would be the basis for complex, innovative, long-term efforts.

The nature of the learning journey depends on:

- **the complexity of the learning topic**
- **goals and objectives**
- **commitment, motivation and time availability** of participants.

Different origins of a learning journey and different stakeholder groups also affect the nature of the learning journey. Table 1 shows this.

**Table 1** Overview of possible origins, natures, and shapes a learning journey can take

ACTORS / ORIGIN	TIMESPAN			
	Approx. 1 week	1-3 months	6 months	9-12 months
REPRO internal				
CoPs				
Other actors				

This table can be used to position each learning journey in order to plan and structure it appropriately. For instance, an initial learning journey could be a fairly short, loose, approachable process for a small group of actors to commit to. However, comprehensive operationalisation leading to lasting FSR changes would need a longer follow-up process. If so, the learning journey could shift its shape by expanding to other groups, or by extending its duration.

**Each learning journey will need to be tailored to the current practices and priorities of the target country.** This includes determining which events are suitable when, and selecting the focus content.

Learning about FSR in protracted crises is a complex topic. It requires a structured process that includes:

- **assessing needs** at country level
- **involving/mobilising key stakeholders** in a joint process of creating understanding and planning for action
- **developing capabilities of key stakeholders and creating common ground.**

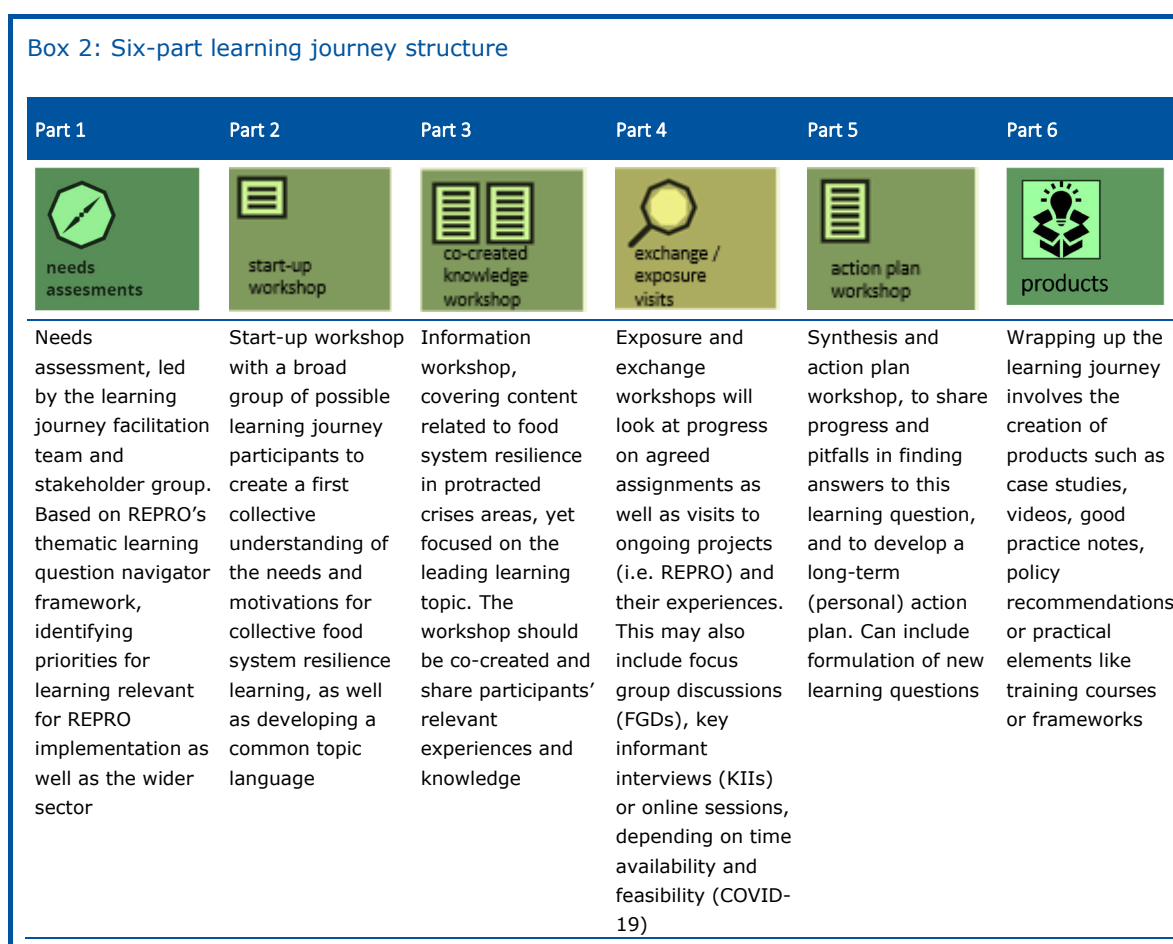
The learning journey process is designed to support these three elements.

### 3.1 The learning journey and its parts

Learning journeys provide opportunities for stakeholders to learn from each other in an interactive and participatory way. The FSR learning journeys are designed to create a common ground of concepts, challenges and opportunities to improve practice, and to inform the wider policy environment. They deliberately include a combination of open exploration of current practice and experience, content-specific workshops, and personal assignments. The different kinds of activities enable participants to explore and perhaps shift their dominant working habits.

**Learning journeys are strongly shaped by their participants.** To be successful, they require active participation and open sharing. The more the learning journey responds to the needs and ongoing insights of the participants, the more participants will experience that it is their journey, rather than the journey of the facilitator. This ownership feeling is essential to motivate participants and increase the quality of results. It is also up to the facilitator to create a safe space that will draw in participants and make them feel safe enough to share their struggles and questions.

Box 2 visualises the six-part process that each learning journey follows.



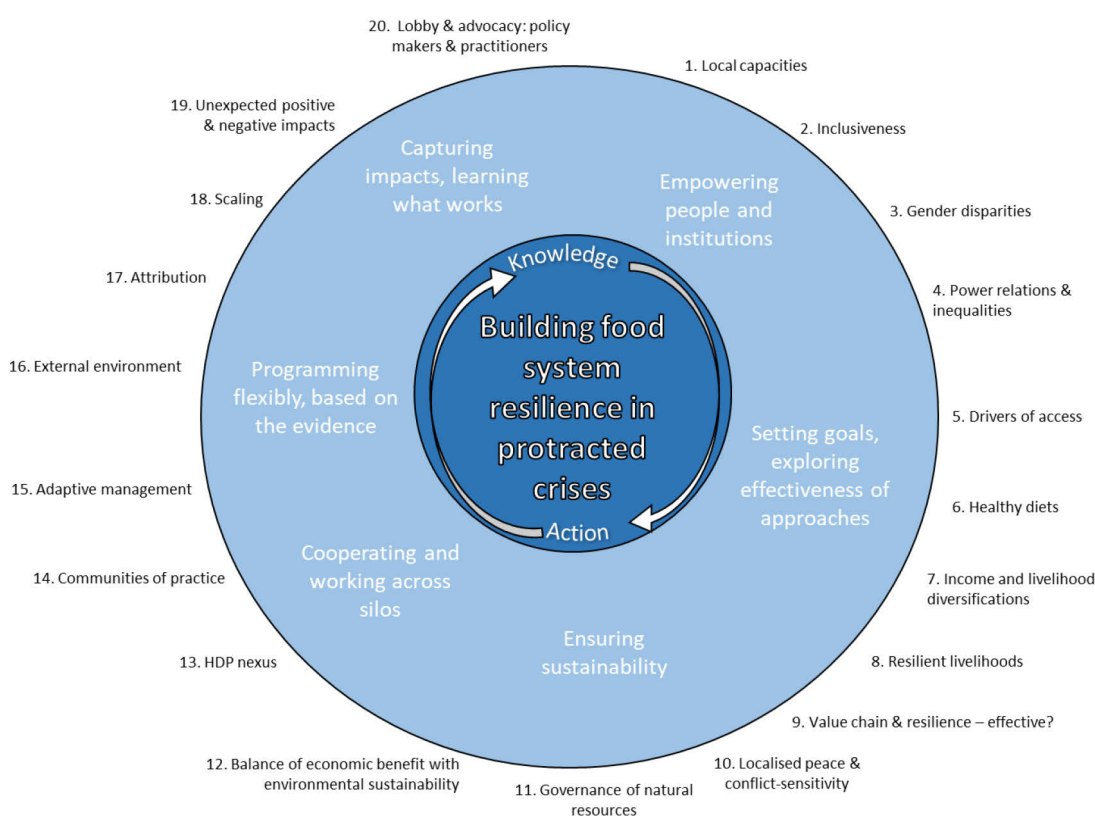


## 3.2 Learning topics – navigating content and building a common ground

Each learning journey has a specific topic. This topic needs the buy-in (enthusiasm and motivation) of all the participants. If the learning journey does not feel relevant, motivation and commitment will decrease.

**REPRO has an extensive list of learning questions** (Appendix 2) for use. In effect, the learning journeys are quests to find answers to these questions. Depending on the participants, these **learning questions can (preferably) directly, or indirectly, be used as the topic of the learning journey<sup>9</sup>**. For example, if the learning journey is of a REPRO internal nature or relates to a specific, university-related study, it may be possible to be quite direct about REPRO intentions and structure the journey accordingly.

However, if several actors are not involved with REPRO, this may not be suitable. For example, NGOs in the region may not want to spend much time on specific REPRO aspects which are not directly relevant to their own work. Therefore, a framework (Figure 2) has been developed which is based on essential topics from REPRO, but kept general enough to be relevant for a wide range of actors.



**Figure 2** The FSR learning navigator: thematic areas, using knowledge to action & action to knowledge

Figure 2 shows the *FSR learning navigator* – a tool to be used. You can see that the core intention and process of the learning journey is at the centre, in the dark green circle. Surrounding it, in the light

<sup>9</sup> If members of the CoP are interested in the original or slightly adapted learning question as formulated by the FNS-REPRO team, it is highly recommended to stay as close as possible to these quests, rather than defining new topics. This will allow for more comprehensive learning outcomes since they can be directly aligned, piloted or tested with a large-scale regional programme.

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green circle, one can see the **activities that are** to be done. Finally, around the circle, **20 essential key topics** are listed.<sup>10</sup>

This can be used as a **navigation tool** when coming together with multiple actors, for example during the initial start-up meetings of the CoPs. **The stakeholders can discuss which topics they are interested in, and how they would like to link them** with each other. They can then **brainstorm a new question that has the buy-in of all actors**. Such a brainstorm should be open and avoid any evaluation of ideas, so that people feel comfortable and ideas on topics can be combined freely towards one that interests everybody.

- See MSP Guide p. 145, Tool 25 'Adjust Group Size' for ideas on break-out structures
- See MSP Guide, Tool 33 'Combining Ideas that May Work Together' to get inspiration on how this could be structured.

In other words, the FSR learning navigator illustrates the **knowledge gaps** (initially identified by REPRO) **related to FSR in protracted crises, arranged in thematic areas**. Depending on **the interest of participants, it is possible to shape their learning journeys by combining several of the topics** in Figure 2. Using the FSR navigator helps the group to see their learning needs in strategic terms. Now, keeping the different possible actor groups and time constraints in mind, a tailor-made learning journey can be developed that includes the experience and knowledge of all participants.

For REPRO to use the findings of the learning journey, it is important **to compare new learning questions with the initial ones** (Appendix 2). This will enable you to pick out which information can be gathered through the learning journey, that can be used to answer REPRO questions. It is important not to too compromise the overall learning journey driven by the participants in order to find specific answers for REPRO. Instead, **extra KII or FGD can be conducted to supplement information and focus on REPRO**. Moreover, as long as participants are interested, case studies can also be used to re-match the topic with REPROs exact circumstances and experiences.

Once a topic is defined, the six parts of the learning journey start. The themes shown in the FSR learning navigator provide input for the workshops, because all participants can share their experiences on the specific topics. Training elements from REPRO-related projects can also be integrated, for example tailor-made trainings, short course modules or Massive Open Online Course (MOOC) elements. These can help to create a common understanding of concepts and challenges. REPRO knowledge products (items written to convey knowledge with the user in mind) can also be used for workshops on themes.

### 3.3 Learning goals

An effective learning journey needs a clear purpose and drive. Keep the following goals in mind and try to make sure they are done - get explicit sign-off on these goals by key actors.

- **Create an overview of current practices and opportunities** for further improvement. Use a big-picture perspective to check how relevant they are. Focus on resilience and interventions (e.g. job creation, impacts on conflict/ peace dynamics, production logistics, processes, youth, gender, natural resource management and agricultural investment).
- **Help stakeholders to make informed strategic choices** of what to take home into their daily tasks and activities.
- **Promote and support comprehensive operationalisation of FSR concepts within protracted crisis contexts. This should be in national, system-wide, organisation-crossing processes.** Or, in other words, promoting and supporting collective action, so that you can work with other actors to generate change.

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<sup>10</sup> The grey key topics (11, 12, 18) are only optional learning questions of FNS-REPRO

- The learning journey can also aim to:
- increase actors’ motivations for improved FSR practice
  - help actors to better understand each other’s roles in collective actions and in the wider picture
  - clarify different incentives to be actively involved with building FSR.

Furthermore, there should be a specific goal for each learning journey, based on the specific topic selected and defined by the participants. This will keep all efforts focused.

### 3.4 Participants’ capacities and cooperation

As mentioned, the participants of learning journeys can be from differing backgrounds and positions. They can be part of the FNS-REPRO team, they can be NGO or institutional staff members who are active in the same region, or other actors who are directly or indirectly linked to REPRO or the topic. This means that actors have different perspectives and knowledge needs, and that these can change through the learning journey and their exposure to each other.

The learning journey must cater to different needs and respond to changing insights and growing capacities. It must continuously emphasise that the roles of each actor need to be understood and used, so that everyone can work together effectively and reach their common goal.

### 3.5 Time investment and logistical preparations

There are several paths a learning journey can take. It is important to be clear about the time investment expected of the participants and to be realistic about limitations. Accordingly, the six-part journey elements can be selected and adapted. Let’s look back at the table for an example.

**Table 2**      *Examples of how time availability and actor groups shape realistic learning journeys*

TIMESPAN		Approx. 1 week	1-3 months	6 months	9-12 months
ACTORS / ORIGIN					
REPRO internal					Start-up workshop can take a full day; training and workshop elements may include a short course; the data collection on the exposure visit may take several weeks; the final product may be a consolidated report including concepts and training manuals
CoP		Combine start-up workshop and ‘training’ workshop in two half-day online sessions; replace exposure visit with (digital) FDG; gather all inputs via an online portal; develop a short practice brief			
Other actors					

Participants will need to give a realistic time investment to preparation, attending all parts of the learning journey and engaging in follow-up. This is important to emphasise. No financial compensation for participation can be provided. Instead, the learning journey is based on an incentive to learn, exchange and share experiences in a ‘coalition of the willing’. However, there are many non-financial benefits for participants such as access to knowledge products, the chance to build capacity and to be exposed to a network of actors with similar objectives and goals.

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Running effective learning journeys needs logistical preparation for selection and booking of appropriate venues, materials, lodging and communication (invitation, facilitation, reporting). The venue needs to have the space and the right setting for interactive work activities. These logistical arrangements will be made by the FNS-REPRO team, specifically through WCDI's general project staff and local focal points.

## 3.6 Learning journey principles

The following principles and recommendations will help prepare for effective FSR learning journeys.

### 3.6.1 Cater for flexibility

The guide is designed to be very flexible, to cater to different country contexts and participating stakeholders. Each country and organisation has its own opportunities, history and priorities, from which actions need to emerge. At the beginning of a learning journey, it is important **to acknowledge different levels of understanding and engagement, while aiming for a common level of motivation, understanding and clarity of process** on the learning journey. All parts of the journey must provide flexibility and contextualisation, and this must be emphasised and encouraged by facilitators.

### 3.6.2 Facilitate the start of a long-term process

FSR learning journeys are an (initial) step in a long-term process to develop national coherence of programmes in the food sector in protracted crises. In crisis contexts, **making flexible system resilience programming the norm, rather than the currently dominant humanitarian nature of efforts, will need systemic and institutional changes** that often require **a mid- to long-term timeframe in a multi-year process**. It will be critical to work with each actor's motivation for more explicit FSR practice while ensuring that people play necessary complementary roles across the humanitarian-development-peace nexus.

### 3.6.3 Facilitate the co-creation of training / knowledge workshops

The learning journey process mainly requires good facilitation skills. Facilitators enhance interaction by stimulating participation and **creating a safe atmosphere and trust**. They balance and structure communication, enhance mutual understanding (underlying values and identity) and create shared motivation and commitment. Sometimes they also need to intervene and manage emerging conflicts. Transforming conflicts towards effective engagement and collaboration can be achieved by using various tools, as introduced on p.147 in the MSP guide.

➤ **See MSP Guide: p. 147**

Facilitators need to handle the human dimension during the learning journey events. They need to foster common critical and informed analysis, build trust amongst participants, assure emotional engagement both by individuals as well as a team, and bring in creativity to enhance learning and innovation. A facilitator also has to ensure fairness, transparency and legitimacy throughout the whole process. Each participant who takes on a knowledge element, for instance, must be encouraged to follow adult learning principles and acknowledge the relevance of interactivity in learning needs.

➤ **More background can be found in the MSP guide: Chapter 5: From Design to Practice**

Part 3 of the learning journey specifically includes knowledge exchange and training. It is important that everyone providing this has defined learning goals that he/she needs to achieve with participants (e.g. knowledge of food system concepts). Learning goals are required to make sure specific content is covered, so that everyone is talking about the same things using the same language.

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### 3.6.4 Be aware of the connecting learning journey parts

Each of the six parts is a starting point for the next and presumes the content of the previous part. However, some participants may have missed a part, so it is important to ensure that **everyone is updated at the start of each part and understands how it builds on previous parts**. Each part should reinforce what has been covered so far, while avoiding excessive repetition. When giving assignments, think also of how they will be used in the next part of the learning journey.

### 3.6.5 Foster ownership of the FSR learning journey

The FSR learning journey brings together actors from a variety of directions, which can include, for example, UN agencies, NGOs, governments, businesses, civil society actors and knowledge and research institutes. It enables them to work together on common problems and aspirations related to FSR in their country.

You need to foster their ownership of this. **Participants need to buy in with the specific learning journey topic, so they should be encouraged to co-facilitate, make presentations, guide group work, document outcomes, and assist in the preparations**. As the facilitator, you must engage stakeholders in processes of dialogue or negotiation, trust building, collective learning, joint decision making and collective action. Make it clear to them that they are central to the system, and the central drivers of each process.

➤ **Also see MSP guide p. 126-129: The Human Dimension**

### 3.6.6 Respond to the evolution of the learning journey group

Specific facilitation skills will be needed, depending on the group's progress. At the first meeting you will gather ideas from all different types of participants and encourage them to share ideas and examples. At this stage participants do not work as a group and individual perspectives dominate.

In the next part of the learning journey, groups can arrive in a "groan zone", when they start to debate and discuss intensively. Here you must make sure that quiet people are heard, and that different points of view are listened to and analysed. You might need to defend the importance of FSR and persuade participants to become involved.

This phase typically evolves at some point into the "convergent phase", where participants create common ground for next steps. At this stage of the process the facilitator can use intentional silence to allow reflection. Group cohesion grows, roles and responsibilities are agreed upon, and norms and practices are established. The facilitator can now delegate more as the group has a "we-feeling" with an emerging group culture and group spirit, improved communication, and collaboration for good performance.

Hopefully the group can build **the basis for long-term cooperation that will take a multi-year process forward**.

## 3.7 Assumptions

The following four assumptions underpin this FSR learning journey approach.

1. The learning journey will **build on existing good FSR practices** that have been tested in protracted crisis areas.
2. The FSR learning journey will be the 'initiation phase' of a **longer-term change in food system programming, guided by a multi-stakeholder partnership, which could take shape of the CoP, or an extended version of it**. This could be a national process involving multiple stakeholders. It could also be structural operationalisation within an (I)NGO, community actors or

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government agency. It could also feed into regional or global CoP elements, reaching up towards the Global Network Against Food Crises<sup>11</sup>.

3. There will be a clear **process initiator and learning journey owner with the resources to logistically implement this**. This will usually be REPRO (specifically implemented through their learning agenda focal points). However, if there is interest, other participants should be encouraged to initiate a new learning journey, possibly in collaboration with REPRO focal points.
4. REPRO will play an active role in these learning journeys. It is anticipated that there will be a facilitation team, including national experts, to set the right priorities, calibrate the content, and ensure the relevance of workshop modules.

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<sup>11</sup> The Global Network Against Food Crises is an alliance of humanitarian and development actors united by the commitment to tackle the root causes of food crises and promote sustainable solutions through shared analysis and knowledge, strengthened coordination in evidence-based responses and collective efforts across the Humanitarian, Development and Peace (HDP) nexus (<http://www.fightfoodcrises.net/>).

## 4 Learning Journey Part 1

### Part 1: context and needs assessment

The starting point for the learning journey process is a context and needs assessment. This is to understand FSR within the country's context. It includes identifying key stakeholders who could be involved, and assessing their information and learning needs.

This section provides a framework for undertaking the assessment.

#### 4.1 Establish purpose and identify stakeholders

**What is the learning journey for?** It could be to raise general awareness at the national level about food system behaviours in the light of shocks and stressors like conflicts or droughts. There may be a need to strengthen the understanding and capacity of government staff and policy makers. Or there may be a specific initiative, that needs everyone involved to understand how FSR can be operationalised.

**Who needs to be involved?** The overall purpose of the learning journey will determine this, as well as the level of detail and the knowledge that will be needed. For example, the needs and interests of NGO staff working at a field level will be different from government staff who determine policy.

Box 3 provides a list of different stakeholder groups you may want to consider consulting and/or involving in the learning journey.

N.B. While **REPRO is intended to be the central case study**, external actors may have interests in other case studies that are relevant to REPRO, guided by central themes relevant to REPRO and other potential cases, as presented in the FSR learning journey navigator (Figure 2).

#### Box 3: Possible learning journey participants (Guijt, et al., 2018)

##### Stakeholder groups to consider

- Government agency staff
- Multi-national agribusiness firms
- Local agribusiness firms
- Farmer organisations
- Business platforms
- International agencies
- Bilateral donors
- Civil society organisations: NGO's, women's organisation, etc
- Academic institutions

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## 4.2 Undertake a country context analysis

You need a big picture of the country's food system and food security dynamics. (This may also come up later on in the learning journey, when the more relevant information you can provide, the more informed and productive the discussions will be).

To do the country context analysis you will need to rely on existing information. For some of your questions there might be little data and information available. **REPRO products that are likely to be useful here include FAO's multidisciplinary context analyses and the Food / (or Seed) System Resilience Assessment (FoSRA / SSRA) and existing case studies** of the area.

Try to find key reports that may have been published by government agencies, international organisations (WB, IFAD, FAO, WFP), academic institutions (WUR, Feinstein) or NGOs to supplement your information. A good way to fill information gaps is to interview key people who have a good knowledge of FSR in the country.

In collecting information, you may get conflicting information and perspectives, so remember the principle of **triangulation**. This is testing if multiple sources say the same thing or not. If not, you need to find out more, to understand reasons for the differences.

Keep in mind that FoSRA, SSRA, special studies and multidisciplinary context analyses may already provide the information required. It is not necessary to interview key informants as part of every learning journey – at least not in Part I.

## 4.3 Identify learning needs and outcomes

With your purpose clear, an understanding of who you want to involve, and a big picture of the food system and food security dynamics in the country context in hand, you can now begin to be more specific about the **learning needs and interests of participants**. Do they simply need a general overview of food system practices or do they need quite specific knowledge, for example to plan seed value chain interventions, or to develop a mutually beneficial and sustainable community grazing agreement?

For each stakeholder group and each knowledge aspect ask:

- Does this stakeholder need / want to know about this topic?
- Do they have a relevant story and lessons to share?
- Do they just need a general overview, or do they need to have the capacities to put it into practice?
- What is their current level of knowledge and skill regarding this topic?
- What should be the focus to develop the necessary awareness, understanding and skills?

For this, find out **which actors are interested in which elements of the FSR learning journey navigator (Figure 2)**. You could use an online session for this. Let the participants tell you why they are interested in which learning aspects, or specific combinations of them. This will give you a hint **what their experiences are, if they are currently working on it, or if they perceive certain opportunities or threats relating to the knowledge aspect**.

While the learning journeys do not aim at developing the capacities of participants, this is an important effect. Collective learning enables individual learning. If participants leave the learning journey with deeper knowledge AND additional skills, so much the better.

A competency development model recognises that for people to be effective they need:

- an attitude that aligns with how they need to perform
- to be knowledgeable about the area of their work
- the skills to put their attitudes and knowledge into practice.



Capacity needs assessments and workshop activities should consider all three competency aspects, and competency-based training requires interactive and engaging processes that support how adults learn – not just “chalk and talk”.

**Box 4: Needs assessment questions (adapted from: Guijt, et al., 2018)**

Questions that can help you in the needs assessment:

- What are the characteristics of the participants, and what is their current practice?
- Why do you assume the participants want to participate in your learning journey, what is their motivation?
- What are their problems? Which problems can you solve with the learning journey? Which not?
- What do they need to get out of the training? What is the capacity gap? Is it the technical knowledge they lack? Is it practical skills they need to develop? Or is there a need for attitude change (for example a resistance to change their current investment practice into a more inclusive way of investing?) And if so: why? (risk management, economic incentives, lack of resources, etc.).
- What is the prior experience of participants with food system resilience?

In thinking through the design and focus of the learning journey and training activities, consider the end outcomes and impacts you would like to see, and how these can be supported. For example, staff in an NGO, a government agency or CSO may develop new competencies. However, if they are not supported by management to use these new capacities, operationalisation will not occur. So you should consider how to engage management and get their support. Alternatively, to develop a country strategy on food system resilience policy and practice, you will need support from the leadership of different stakeholder groups.

In summary, consider the outcomes at two levels.

1. outcomes for individual participants
2. outcomes for food system resilience, and thus food and nutrition outcomes. **What changes will there be in the operationalisation of FSR practice and policy? Are they at the national, regional or global level? Within which specific value chains/systems?**

## 4.4 Tailor the learning journey and training activities

Having established the purpose, identified key stakeholders and their learning needs, and clarified the desired outcomes and impacts, you can now use this information to tailor the specific learning journey events and training activities.

Ways you can tailor the parts of the learning journey and training activities outlined in this guide include the following:

- deciding on who to invite, to which workshops
- deciding on which speakers and business, government or civil society leaders to invite
- modifying the key questions used to guide discussions
- choosing which knowledge aspects will be linked, and how
- deciding if you can use existing training (TMT, short courses etc.) or if it needs to be co-created with the participants
- making workshops more discussion and planning-oriented, or more training oriented
- selecting key information from the country context analysis.

A very important way to tailor your learning journey will be to develop appropriate case studies. A good case study will allow participants to connect general concepts to their normal way of working. This will contribute greatly to helping participants to assess the relevance to their normal situation and build their motivation to be part of a process of change.

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Time spent finding and writing good case studies for each part of the learning journey will repay itself fully. You will most likely find them from **REPRO, because of their FSR programme focus. However, using case studies from the participants may also provide valuable and relevant learning opportunities.** Therefore, it is important to be strategic and open about the selection of the case study. The case study should stay close to REPRO target areas or topics in order to answer REPRO learning questions as well.

In tailoring the learning journey and activities to optimise outcomes and impacts, the following is needed to ensure that it has these features.

- **Legitimacy:** backed and supported by appropriate institutions, leaders and managers
- **Relevancy:** directly meets the challenges of food-insecure countries in crisis areas and the needs of participating stakeholders: aligns sufficiently with REPRO's thematic areas of interest
- **Practicality:** the learning journey is brought to life with practical examples and feasible options for change
- **Actions:** participants are able to leave the training with steps they can take to improve FNS outcomes.

Remember that for somebody to take action or change, they need to understand why it's important; what to do; and how to do it. If one of these elements is missing, change is unlikely. Effective capacity development and training programmes need to cover the why, what and how.

Check list for design and planning:

- ✓ complete the context analysis by making a document list (including multidisciplinary context analysis, SSRA/ FOSRA reports, case studies and other supplementary sources)
- ✓ identify key stakeholders and explore the interests of those who would like to participate in which learning journey (construct learning journey topics on the basis of their interests)
- ✓ complete a needs assessment by using the FSR learning navigator
- ✓ review learning journey events and knowledge workshops, and adapt to requirements
- ✓ if necessary, gather country examples and case studies other than REPRO
- ✓ ensure a suitable venue (or online alternative).

Check list for participant preparation:

- ✓ ensure participants are clear on the purpose and expected outcomes
- ✓ provide participants with relevant background reading well ahead of time e.g. multidisciplinary context analysis / FoSRA / SSRA documents
- ✓ ask participants to give thought to the topic that was selected through the prior online session
- ✓ ask participants to come with case studies to share.

Check list for learning journey and workshop events:

- ✓ choose an appropriate online platform, tools and technics in case in-person meeting is not possible
- ✓ create a welcoming environment
- ✓ provide name badges
- ✓ arrange for appropriate handouts if needed
- ✓ give people time to introduce themselves and talk with each other before extended presentations
- ✓ minimise presentations and maximise dialogue and discussion
- ✓ develop an action plan at end of session
- ✓ have a short evaluation at the end to check that objectives and expectations have been met.

## 4.5 Needs assessment validation workshop

Once you have developed a good understanding of the current context, and know the key stakeholders, it can be a good idea to hold a validation workshop with a limited number of these stakeholders. The purpose of this workshop is

1. To **check whether your current assessment has the right focus, targets the right people, and builds a broad mandate** for the learning journey you propose. Transforming food system

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approaches in protracted crises requires multiple relevant actors to shift their behaviour. The more who support the idea of the learning journey, the better.

2. To **create a steering group** for the learning journey. By inviting those people who are currently heavily involved with FSR (or specific aspects of it) during this workshop, you can start to create a collective sense of urgency and responsibility to further change the way of interventions. Ideally by the end of the workshop they will be able to decide whether to commit to a steering group.

A validation workshop would **take between one hour and one day**, depending on the scope of the learning journey. We suggest aiming for a manageable group **of 3-8 participants**, who are central to programming in the area. You could provide them with a draft assessment beforehand, or the proposed focus of the learning journey right then. Ask participants if they would be willing **to sign their names to the conclusions** of the workshop. This will strengthen your position for the following parts of the learning journey.

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## 5 Learning Journey Part 2

### Part 2: start-up workshop

The second part of the learning journey is a start-up workshop. This will be the first time a wider group of actors involved in FSR come together to consider how FSR in protracted crises could be improved through specific learning aspects. **It is a deliberately limited overview, confined to the learning journey topic:**

- **specific visions of possible transformations in food system programming**
- **why they are relevant**
- **what further operationalisation would be needed.**

This outline becomes a draft plan that can easily be tailored to the specific context of the learning journey. The plan includes key steps that participants think are likely to be important to cover.

**Depending on the time, nature and origin of the learning journey, each step may take different shapes** in the future. For instance, If it is a REPRO internal, long-term learning journey that may stretch across a year, even this session might take several meetings over a few weeks to allow for further depth. But the learning journey emerges from a CoP and has very limited time available, this session could also take the shape of a rather short online meeting.

#### 5.1 Purpose and outputs

- build an overview of current FSR practices and interests.
- identify who is involved in the specific aspects of food system resilience and their roles.
- create topic buy-ins, clarify (dis)incentives, and specify commitments to be active in a joint journey.
- set priorities and a feasible time scope.

#### 5.2 Preparations

Part I (the context and needs assessment) will have identified key participants and any specific things that need attention here. The participants should have read the background papers on FSR and learning journeys that will be provided to participants before initiating the learning journey process. Dedicated facilitators are well prepared, in terms of content and process.

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## 6 Learning Journey Part 3

### Part 3: deep dive workshops

The third part of the overall learning journey is the “deep dive” workshop. This part dives deep into the content. This should be done with workshops that co-create knowledge (*knowledge workshops*) and workshops on tools for knowledge (the systems we use to share knowledge). Concepts like food and nutrition security, food systems, resilience or even peace building should be part of this, depending on the exact focus of the learning journey. Experiences with operationalisation should be shared. Participants need to share, compare and reflect on their own experience, and **agree on immediate priorities for first steps in further operationalisation**.

Experience with comparable workshops shows that up to five days can be necessary for this part of the learning journey. But again, this is entirely dependent on the type of learning journey you facilitate. In some rare case, you may be able to fit it into one day. In other cases, you may have to have several meetings across a month.

As the facilitator, you can choose to:

- narrow or widen the themes
- have multiple deep dive workshops
- work with parallel sessions and let participants select the topics.

Your decisions on how to do this will depend on the interest voiced and the commitment shown by participants in the start-up workshop (part 2).

By the end of the deep dive workshop, each actor group should have an assignment to work on until the next learning journey (part IV: the exposure visit). These assignments are co-created during the workshop, but as facilitator you should make sure that they are relevant. To decide on the assignment, each different group should focus on specific actions they can take to consider how their current practices relate to the discussed topics.

#### 6.1 Co-creation of knowledge workshops

**Each participant should be encouraged to have prepared a session, either in the form of a technical training of their expert topic, or to share experiences such as good practices.** While these sessions will be created and driven by the participants themselves, you as the facilitator need to structure their sequence and facilitate the discussions between them. Furthermore, you should encourage each actor to make their sessions **participatory**. Stay flexible and leave it open to the presenters and participants if they want to steer the discussion themselves or if they prefer you to help.

#### 6.2 Tools for knowledge workshops

When you prepare the knowledge workshop and **have set the sequence of the co-created training sessions, you may already fill time between the sessions with workshops on tools for knowledge.**

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For example, after a knowledge session on current food security programming in a specific protracted crisis situation, it may be useful to do a joint SWOT analysis (MSP guide, p. 142, Tool 18) to analyse as a group what strengths, weaknesses, opportunities and threats of these current practices are.

➤ **See MSP Guide: p. 142, Tool 18**

Of course, the selection of suitable discussion tools between the knowledge workshops depends on the direction of your learning journey – for example, World Café, Tool 13 in the MSP guide, may also be a viable way to process the new insights through dynamic groups discussions, ensuring that everyone's input is taken into account and a common understanding of concepts can be reached.

➤ **See MSP Guide: Tool 13**

To view a wider variety of possible tools, check the MSP guide Chapter 6: Choosing Tools.

➤ **See MSP Guide: Chapter 6: Choosing Tools**

## 6.3 Linking with existing training options

If themes fit and the participants have indicated interest in professional training, there may be **options to integrate training elements from other REPRO components into the learning journey**. These include:

- short courses
- tailor-made trainings
- a joint regional masters' programme
- MOOCs.

All the training elements focus on food security in protracted crises in one way or another, some more focused on (for example) fodder systems and their interface with food systems, others concentrating on nutrition or conflict dynamics.

The integration of such training may only be feasible with longer learning journeys since participation would require more time and logistical arrangements.

Alternatively, **digital lectures or online course elements could be included**. You, as the facilitator, may also provide a training session on the basis of REPRO provided materials, assuming it fits the topic and needs of the learning journey.

## 6.4 Purpose and outputs

- build in-depth understanding of specific aspects of food system resilience in protracted crises that is the topic of the learning journey.
- identify in detail what current practices are in this context.
- clarify roles, incentives and disincentives of stakeholders to adapt practice and policy.
- formulate an assignment(s) to work on in the meantime, until Part IV.
- agree on tailored individual support.
- formulate the capacity-strengthening needs of stakeholders and actors.

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## 6.5 Preparations

Part I (the needs assessment) has identified key participants and any specific dimensions that need attention here. Part II has led to commitment from individual participants to partake in the learning journey, and an agreed focus for the learning journey. Participants should be asked to read the respective information shared with them, related to the modules that will be covered, before this deep dive workshop.

This will be the second time they meet as a group. Be aware of group processes and whether the group moves towards cohesion and becomes a real group. Good case studies will contribute greatly to the learning experience. The case studies need to be about a situation in the national context, realistic, current, and speak to the topic covered. Do not underestimate the time needed for preparing this!

## 7 Learning Journey Part 4

### Part 4: expose & exchange visits

This section describes a session outline for the fourth part of the overall learning journey. This will be focused on sharing experiences with assignments as well as learning from a food system resilience case study – most likely to be a FNS-REPRO element – as long as this aligns with participant interests. Depending on time availability and feasibility (finances, Covid-19 posed restrictions etc.), you need to choose between two main paths:

1. An exposure visit: a mix of exposure to on-going food system resilience programmes exploring **concrete realities, engaging in face-to-face interaction** with various stakeholders, analysing cases and undertaking personal assignments. Together this will help facilitate learning and capturing good practice and lessons learned to date. It will also provide an important boost to motivation of local actors and stakeholders to further improve building food system resilience.
2. An online alternative, for example a joint case study hosted on a digital platform including use of video materials and photos to mimic real-life expose. This can also be supplemented by KIIs and FGDs and the use of other interactive tools. Depending on the concrete topic and nature of the learning journey, such tools focus on taking different perspectives or going on imaginary journeys.

➤ **See MSP Guide: p. 144-145 for a selection of tools that may be suitable**

#### 7.1 Purpose and outputs

- Share progress and pitfalls with agreed assignments. The focus should be on creating an encouraging feedback setting instead of a pressured accountability environment.
- Visit one (or more) on-going food system resilience programmes to 'test' their current understanding levels against practice; or undertake other replacement activities such as online workshops or exposure experiences.
- Build relationships in the food system resilience community, through fun and inspiring work and examples.
- Set new/adjusted assignments until Part V.

#### 7.2 Preparations

Support and chase participants to complete agreed assignments. Provide some kind of feedback process to encourage ongoing progress. Prepare a field visit to a case. This can be something that one of the participants is involved in; an element of the FNS-REPRO case of the country; or something external. The case should be chosen to illustrate priorities agreed upon in Part 3. If the case is not FNS-REPRO, see if the new case is interested in getting feedback from an informed visitor group. Again, logistics are generally arranged by FNS-REPRO. However, if a participant's or external case is selected, logistical arrangements may require support from someone connected to the project. Field logistics need to be worked out carefully: transport, accommodation if needed, food, etc. Check if participants want to learn more about specific topics, and prepare this extra depth of information on specific topics.

In the case of the online event, plan the meeting thoroughly, including breakout sessions, interactive elements, breaks etc. Have in mind that some participants are in different time zones when setting the



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time. Record the session if everyone agrees to document the discussions and experiences. Plan KII and FGD participants in advance and set up schedules.

## 7.3 Programme elements

The workshop can be built around these three elements in a feasible time frame, from three hours to one week depending on which learning journey track is chosen.

1. **Presentation by participants of progress with their own assignments.** The purpose is to provide motivation for the participants to complete the assignments that they were given in Part III; to get a chance to invite suggestions from others facing similar challenges on how to resolve problems; and to give a forum for celebrating success so far.
2. Value chain **exposure visits with a twist.** Meet each other in the reality of a value chain / food system interface situation, with, for example economic vs. environmental dilemmas put to the group for reflection: see, hear, explore, talk, taste, etc. What do we already have, where are the struggles, where are things getting stuck, what are the implications of progress or stagnation? What is effective, what is not yet clear, what could change with different approaches? This may be done through **FGD, KII, and online workshops if visits to the field are not feasible.**
3. Explore and analyse a food system area/trajectory: explore who are the stakeholders, their interest and the impact of the activities (for example, Somaliland's fodder system, the South Sudanese seed sector or gum arabic farms in Darfur, Sudan).

### Part 5: consolidating the learning journey

Part V of the learning journey will share progress and pitfalls and develop an action plan towards further operationalisation of food system resilience in protracted crises, that is, the specific element of the learning journey. In order for the action plan to provide a solid basis for future action based on a shared sense of responsibility, the plan must be sure to address the following essential points.

#### **Is the vision for the future sufficiently clear in the action plan?**

If people still disagree, it can be helpful to consider a higher level of desired change where there is a wider basis for agreement. Different stakeholder groups often share deeper values and interests in the bigger picture. Collaboration driven by a positive vision of the future is also more inspiring than simply solving immediate problems and complaints. You don't need to generate a single shared vision. Tool 41, 'Visioning' in the MSP guide may be helpful for this.

➤ [See MSP Guide: Tool 41 'Visioning'](#)

#### **Have the issues/ opportunities for different food system stakeholder groups been sufficiently identified?**

You need to have a good understanding of all the different issues and opportunities that different stakeholder groups see or experience. Mapping these different perspectives helps everyone to see the overall situation, and their role in the whole. To achieve this, for example Tool 28, 'Six Thinking Heads' and Tool 29, 'Multiple Perspectives' in the MSP guide may be helpful to ensure that all stakeholder groups gain an understanding of the other stakeholders' perspectives on issues and opportunities.

➤ [See MSP Guide: Tool 28 'Six Thinking Heads'](#)

➤ [See MSP Guide: Tool 29 'Multiple Perspectives'](#)

#### **Have different scenarios been examined in the action plan?**

Quite often, people will not have thought very far into the future about the consequences of current trends and behaviours of the food system aspect. Scenario thinking is a good way of helping stakeholders to ask the question "what would happen if...?". For example, what are the different scenarios if populations double in 20 or 50 years? What would be the impact of different levels of climate change? Tool 36 'Scenario Planning' is ideal for this and can take anything between three hours to three days, thus being a flexible tool that can be used regardless of the learning journey track.

➤ [See MSP Guide: Tool 36 'Scenario Planning'](#)

#### **Have strategies for change been agreed upon?**

The action plan will be based on current best available understanding and analysis. Steps need to be made, but progressive insight will lead to adaptation. You don't need to aim for a grand change of the entire aid architecture of food security programming, but it may be instrumental to at least establish some linkages between specific changes and their implications on global structure. Your strategy could be a set of principles to follow and initial increase cooperative actions. This only works if there is also a strong 'learning strategy' linked to a clear theory of change.

➤ [See MSP Guide: Tool 24 'Quadrants for Change'](#)

➤ [See MSP Guide: Tool 53 'Make a Visual Theory of Change'](#)

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**Have responsibilities been agreed upon?**

It must be clear who will take responsibility for what and whether they have the capacity and resources to do so. Not everyone needs to do everything. All the more important, then, to make sure that outcomes of the process are communicated well so the wider community understands why particular decisions have been taken.

## 8.1 Purpose and outputs

- Identify what is improving, what needs further attention, and how actors can support each other.
- Collective reflection on next joint level of operationalisation.
- Formulation of a common ground: what change is now needed, what needs to be prioritised, who will play what role.
- Identify necessary and available resourcing for any further steps.
- Get public commitment to agreed roles.

## 8.2 Preparations

- Based on the last learning journey (part IV), invite internal presentations on what has been done by participants to further improve food security programming in protracted crises.
- The event can be organised in such a way that the group goes public and presents a press release on their collective plans and intentions (but that is not mandatory).
- Group process: by this point, the group will have gone through the first four learning journey parts, and probably will be able to take over tasks from the facilitation team. Allow for representatives to co-design the event and facilitate various parts of the day. Be aware that at this stage the group should have a strong influence on the design and implementation of the event.
- Depending on the type of learning journey, plan this part as an in-person or online event.

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## 9 Learning Journey Part 6

### Part 6: product development

Finally, products are developed on the basis of all findings. These products can take a wide range of shapes, depending on the exact topic of the learning journey. Examples include:

- good practice notes
- case studies
- policy briefs (on national, donor or global level)
- new training courses/ content development
- articles
- blogs
- events
- videos
- research papers.

The REPRO team will facilitate further networking and interaction between learning journey participants. Participants are encouraged to remain in the community of practice network through, for example, WhatsApp and email groups which the REPRO team will establish. In this way, participants can keep on sharing experiences, lessons and thoughts on how their learning journey process has brought about change, or other effects it has had in their work.

REPRO's communities of practice will organize annual learning events. Learning journey participants will be strongly encouraged to take part and play an active role, sharing their lessons and insights, feeding and stimulating further learning between members as the created products are presented to the larger international community. REPRO will facilitate this throughout its lifespan, but members will be encouraged to remain connected on their own incentive when REPRO comes to an end.

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# Appendix 1      REPRO's guide: what potential participants should know

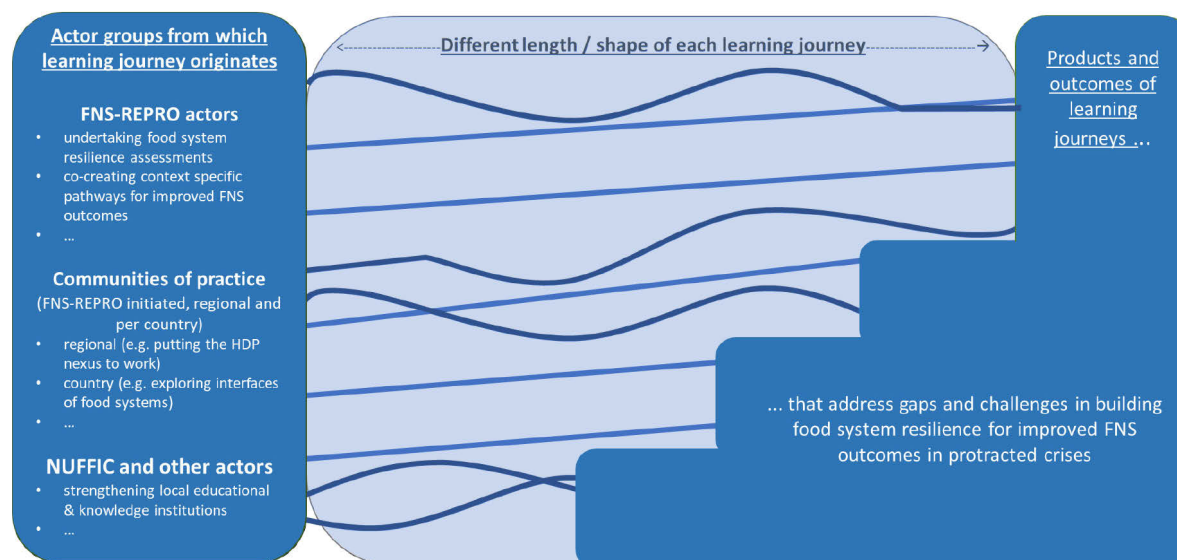
## **Learning journeys: food system resilience (FSR) in protracted crises - an introduction for potential participants**

This is an introduction to learning journeys within the Food and Nutrition Security Resilience Programme (FNS-REPRO). It has been written in order to inform potential participants like you about the objectives, relevance, topics, structure and implementation of learning journeys.

### **What is a learning journey? Where does it originate from?**

For REPRO and its initiated Communities of Practice (CoPs), a **learning journey is a specific learning path taken by a group of interested stakeholders, working together to improve food system resilience in protracted crises.**

Learning journeys within REPRO can **start from several perspectives**. Most commonly, learning journeys originate directly from the CoPs. However, other actors and actions within and beyond REPRO may embark on a learning journey. Furthermore, the **length and scope of the learning journey is also flexible** (one week – one year) to cater for the needs of each specific learning journey. Finally, each learning journey results in a specific outcome or product that aims to contribute to improved food system resilience (FSR) knowledge and practice for protracted crises. Figure 1 provides an overview of the differing forms a learning journey can take.



**Figure 1**      *Different origins, natures and paths of learning journeys*

### **What is a learning journey's purpose and what is in it for you?**

Each specific learning journey on FSR in protracted crises will have its own specific purpose or goal, such as closing critical knowledge gaps or developing specific products. Overall, the objectives of REPRO's learning journeys are as follows.

- **Creating an overview of current FSR practice within protracted crises, and opportunities** for further improvements. This will cover specific aspects such as working on the role of the seed sector, but will also take a big-picture perspective covering political, economic, ecological or social aspects relevant to the target and to the overall food system. This will provide you with useful collective insights on the current state of the sector you work in.

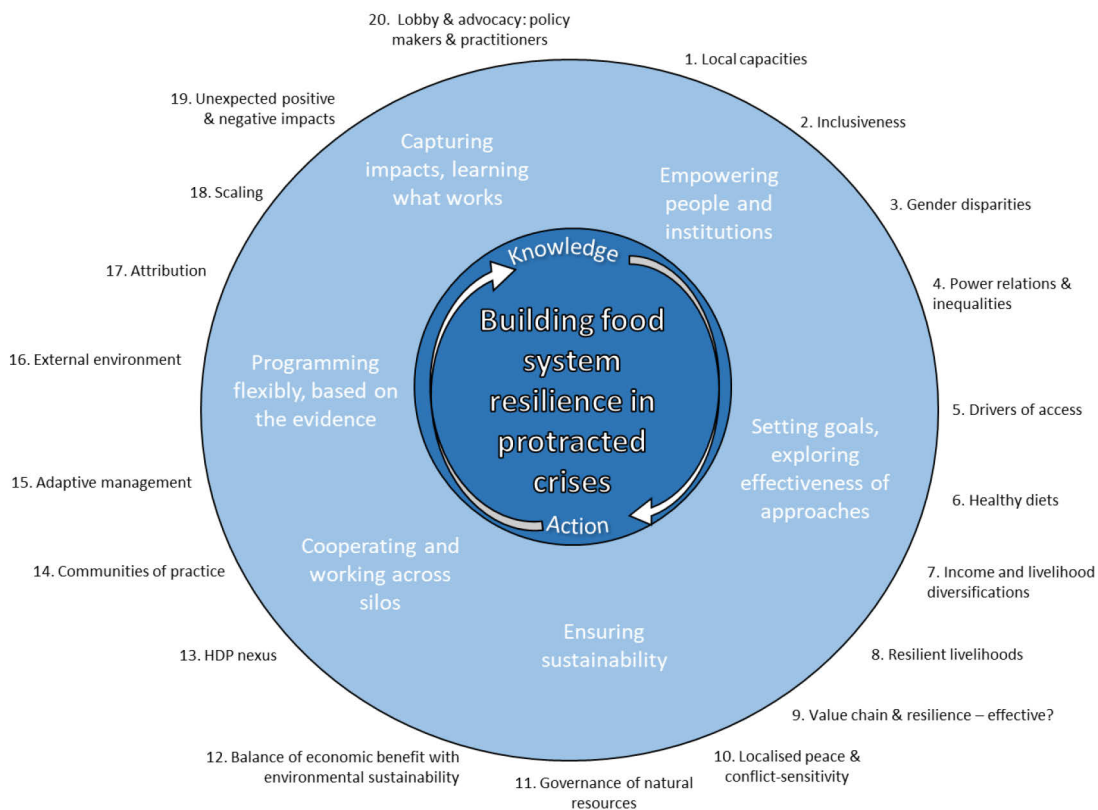
- **Strengthening your capacities in FSR programming in protracted crisis areas** and helping you, as a participant, **to make informed strategic choices** of what to take home into your daily tasks and activities. This will help you to improve your and your organisations' routines in practice.
- **Promoting and supporting**, system-wide, organisation-crossing processes of **comprehensive operationalisation of food system resilience concepts within protracted crisis** contexts. Or, in other words, Promoting and supporting collective action, so that you can work with other actors to generate change. This will also include **influencing the policy environment**.

Participating will mean that you **widen your professional network**. You will get to **understand different roles and perspectives by working with actors with various backgrounds** (e.g. NGOs, UN, academia, policy makers, private sector) You will share incentives for being actively involved in FSR building and for more effective collective action. You will increase your own **motivation** to improve food and nutrition outcomes through improving FSR practices.

### What are the themes of the learning journeys?

The themes suggested in the guide were developed by REPRO as part of its work on its own learning needs. However, the topics should be relevant for practice and hence all participants of the learning journeys, like you. Therefore, topics for each learning journey will be discussed and shaped in a joint effort to ensure that they are interesting for all participants.

At the centre of this is the **learning journey navigation tool** (Figure 2) which represents the essence of REPRO's learning needs in a flexible way. At the frameworks' dark green core is the key intention of learning journeys: **putting knowledge into practice and putting practice into knowledge**, in order to improve FSR programming and FNS outcomes in practice, whilst simultaneously aiming to improve theories, concepts and policy decisions. Surrounding, in the bright green circle, are **activities taken or intended** to be taken by the actors working in FSR in protracted crises. Finally, around the circle, **20 essential key topics** are listed, arranged according to their relevance to the inner circle's activities.



**Figure 2** The FSR learning navigator: thematic areas, using knowledge to action & action to knowledge

This navigation tool can be used to **facilitate a discussion on which topics you and others find interesting, which topics could be insightful to combine and how this could be done**. It is important that you are on board with the specific learning topic regarding FSR in protracted crises, and are motivated to embark on this journey of co-creating knowledge and collective learning.

### What is expected from you as a participant?







We expect that you as a participant will **bring in your own experiences, background and expertise**. You should see this platform as your chance to share and **learn, and you should bring the motivation to take initiative** when doing so. The process is never set in stone and is defined by its participants; therefore, the **co-creation of the learning path is fundamental**.

Since each learning journey has its own nature and is uniquely tailored to and by their participants, it is not possible to indicate how long it might take. It can vary from a few hours to a few weeks. It is important to be aware that preparations for the meetings may also be time-consuming. However, **learning should not feel like an obligation** as long as you are motivated and committed to exchange. **FNS-REPRO will arrange logistics** to convene; other than that, no financial compensation can be provided. To give you a more tangible idea, the following section explains the structure and implementation of the learning journeys in a few concrete steps.

### How are learning journeys structured and implemented?

Each learning journey has a **facilitator provided by WCDI/FNS-REPRO who will guide the participant group through the process**. Table 2 below presents the different parts of a learning journey

**Table 3** Six-part learning journey structure

Part 1	Part 2	Part 3	Part 4	Part 5	Part 6
 needs assessments	 start-up workshop	 co-created knowledge workshop	 exchange / exposure visits	 action plan workshop	 products
Needs assessment, led by the learning journey facilitation team and stakeholder group. Based on REPRO's thematic learning question navigator framework, identifying priorities for learning relevant for REPRO implementation as well as the wider sector	Start-up workshop with a broad group of possible learning journey participants to create a first collective understanding of the needs and motivations for collective food system resilience learning, as well as developing a common topic language	Information workshop, covering content related to food system resilience in protracted crises areas, yet focused on the leading learning topic. The workshop should be co-created and share participants' relevant experiences and knowledge	Exposure and exchange workshops will look at progress on agreed assignments as well as visits to ongoing projects (i.e. REPRO) and their experiences. This may also include focus group discussions (FGDs), key informant interviews (KIIs) or online sessions, depending on time availability and feasibility (COVID-19)	Synthesis and action plan workshop, to share progress and pitfalls in finding answers to this learning question, and to develop a long-term (personal) action plan. Can include formulation of new learning questions	Wrapping up the learning journey involves the creation of products such as case studies, videos, good practice notes, policy recommendations or practical elements like training courses or frameworks

In part 1, you will meet the other potential participants, and use the FSR learning navigator, to **explore who is interested in which learning need and theme**, and to validate the topic. In part 2, you and the other participants will define a **clear focus** of the learning journey, based on a vision of what all of you envision as a useful transformation of current FNS activities. Part 3 is a **co-**



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**created workshop** in which all participants are encouraged to take over a session. This is for them to share experience and knowledge on their specific theme with each other. It is a participatory part, in which several **interactive** tools may be used by the key facilitator or the participants themselves. Furthermore, other **existing training elements** from the FNS-REPRO project are integrated here to include up-to-date expert knowledge as far as possible. Part 4 includes face-to-face **interactions and field visits** (as much as is realistic during times of Covid-19), but **online events** are viable alternatives, depending on the concrete learning journey theme. During part 5, findings and **insights are synthesised and further analysed** to arrive at a joint action plan to generate a tangible output of the learning journey, with steps to put thoughts into practice and generate a real-life change. Finally, part 6 is the final **product development**. Products can take a variety of shapes and capture the final outcome of the learning journey.

**Further questions or ideas? Reach out to us!**

You can contact us via: [fns-repro.wcdi@wur.nl](mailto:fns-repro.wcdi@wur.nl)

## Appendix 2 FNS-REPRO's learning questions

The set of learning questions are central in REPRO's monitoring, evaluation, accountability and learning (MEAL) framework, around which data collection methods are designed generating information to learn. Learning journeys are an important activity generating evidence co-created by CoP participants, feeding a number of the learning questions in the box below.

Questions in light grey (O1.2, O1.3, O2.3) were excluded from the MEAL framework at the end due to practical limitations (e.g. data collection not feasible).

### Learning questions with their initial codes

LQ I1. To what extent are households better able to withstand and recover from shocks and stressors as a result of REPRO? (project and country level)
LQ I2. What are other factors within and beyond the scope of REPRO that contribute to food and nutrition security and the capacity of households and communities to withstand shocks?
LQ I3. Is a value chain approach an effective catalyst for building resilient communities and who benefits or not?
LQ I4. To what extent is there improved food and income security as a result of REPRO?
LQ I5. What are the positive and negative (expected and unexpected) effects of REPRO on households and communities (e.g. income, social cohesion, stability, triple nexus (development, humanitarian aid, conflict))?
LQ O1. What are the critical aspects of REPRO and other factors that influence resilient livelihoods and localized peace in a protracted crisis?
LQ O2. How effective is the approach to program design and adaptive management in relation to: the humanitarian-development-peace nexus; conflict-, gender- and nutrition- sensitive programming?
LQ O3.a. How does the programme impact on existing power relations and inequalities at household level (e.g. wealth, age and gender)?
LQ O3.b. How does the programme contribute to resilient livelihoods and sustainable localized peace?
LQ O4. To what extent is area-based collaboration of actors along the humanitarian-development-peace nexus a result of REPRO activities?
LQ O5. To what extent are beneficiaries' needs, preferences and existing capacities considered in the design, implementation and adaptation of interventions?
LQ O1.2 What REPRO supported NRM models promote (environmental) sustainability and also economic benefits?
LQ O1.3 What is the role of REPRO in stimulating inclusive NRM governance systems?
LQ O2.1. What is the role of REPRO in improving livelihood and income opportunities along selected value chains?
LQ O2.2. In a protracted crisis setting, how can REPRO and others promote equitable distribution of benefits (economic, social capital etc.) between value chain actors and among different population groups (e.g. herders and farmers)?
LQ O2.3. What unexpected (positive & negative) changes can we see (spill over) in neighboring communities as a result of livelihood & income opportunities created by REPRO?
LQ O2.5. What inhibits/accelerates/promotes access to and participation in value chain activities by different segments of the population and population groups?
LQ O3.1. What is the role of REPRO and other factors in stimulating healthy diets by targeted communities?
LQ O3.3. What role does REPRO play in reducing gender disparities?
LQ O4.1. How have the CoPs contributed to more collaborative and coordinated actions for building resilient food systems and what have been the benefits and challenges of collaboration?
LQ O4.2. How has the learning agenda contributed to adaptive programming for REPRO and what were other effects of the learning agenda?
LQ O4.3. How have policy makers and other stakeholders been influenced by the learning agenda?



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Report WCDI-21-152

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